Mini-lesson: Shared reading

Purpose: Day 3—Digging Deeper

Date:

Grade: 5

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| **Lesson component** | **What the teacher says…** |
| Connection: | Readers, so far we have practiced careful reading to get to know “Ballad of the Landlord.” Today we are going to think beyond the words on the page—using our knowledge and our thinking skills to dig deeper into the poem’s meaning and message. |
| Teaching: | Listen while I try making an inference from this text. Notice that when I make an inference, I choose a specific text moment, stretch my thinking, and offer my reasoning.  In the first stanza I’m noticing the lines, “Don’t you ‘member I told you about it/Way last week?” I know that the speaker already told the landlord about the roof problem. I’m going to stretch my thinking and making an inference that the landlord is kind of neglectful and ignores tenants’ complaints. I made this inference because in the rest of the poem, the speaker seems frustrated with the landlord, and I think this might be why. Yes, and they need to infer the racial aspects, as well. |
| Active Engagement 1: | Listen and follow along while I read the poem out loud. Be thinking about what inferences you can make from reading this text.  Turn and talk to a partner about the small text moment you are concentrating on, and the inference you made.  Hear from a few partnerships. |
| Closure:  The critical thinking piece to understanding this poem has to do with who has the power. Whose voice is heard? Whose voice is silenced? What were LH’s intentions writing this poem? What does he want us to know? | Readers, this week we learned a lot about “Ballad of the Landlord.” We previewed, envisioned, and inferred. I hope you will try on these strategies this week during independent reading.  To close, let’s read the poem once through together. |